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A SURVEY OF THE DUTIES, QUALIFICATIONS
AND SALARIES OF SCHOOL SUPERINTENDENTS
IN THE TERRITORY OF ALASKA, 1956-1957

By

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B.Ed., TEACHER'S COLLEGE, PLYMOUTH, N. H., 1952

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requirement for the degree of
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1958

Approved by:


Chairman, Board of Examiners


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CHAPTER I

THE PROBLEM AND DEFINITION OF TERMS USED

I. THE PROBLEM

Significance of the problem. Recent enactments by the Territorial Board of Education prescribing minimum qualifications for administrative credentials would indicate a need to survey the existing status of superintendents now in the field. As no study of the duties, qualifications and salaries has been carried on in the Territory of Alaska with regard to superintendents, such a survey would provide a basis for an evaluation of the position of the Alaskan superintendent.

Importance of the study. The findings of a study of this kind will be of value to members of the Superintendents Advisory Commission, the Alaska School Principals' Association and the Midnight Sun School Administrators' Association, and will be of further value to educators, school boards and Territorial educational officials in evaluating existing conditions and recommending future Board action. This study should show (1) the number of full time superintendents; (2) the number of teaching and supervising superintendents; (3) the comparative duties

performed by superintendents; (4) the comparative duties which are delegated by superintendents; and (5) the qualifications and experience of superintendents.

This study should be of further interest and value to superintendents now in the field as to their comparable status, as well as to prospective and beginning superintendents as to their possible duties and needed training.

Purpose of this study. This study is made primarily to determine the status of school superintendents in the Territory of Alaska as to their duties, salaries and qualifications. The superintendents have been surveyed by means of a questionnaire derived from a review of the related literature and based upon recommendations of writers in the field of elementary, secondary and general educational administration.

Assumptions. It is assumed that this survey will be of value to Territorial education officials and school boards inasmuch as the survey will give a fairly complete picture of the existing status of Alaskan school superintendents in incorporated city schools, incorporated district schools and Territorial schools including the Alaska On Base School System and, in addition, will provide valuable comparative information relative to duties, salaries and qualifications to superintendents currently in the field

and prospective administrators.

Delimitations. This study is limited to the superintendents listed as such in the Alaska Educational Directory but not including the four large independent districts of Ketchikan, Juneau, Fairbanks and Anchorage.¹ All sections of the Territory were surveyed.

Limitations. The validity of this study depends largely upon the completeness of the questionnaire, the percentage of returns, the accuracy of the responses and the value of the answers received. Out of thirty-two questionnaires sent out, twenty-nine were returned, giving a relatively high return of 93.63 per cent. No attempt has been made to explain why duties were performed, nor to draw conclusions as to the reasons why they were not performed. This survey treats only the information given on the returns.

II. DEFINITIONS OF TERMS USED

Superintendent. The term "superintendent" as used in this survey refers to any person so listed in the

¹Department of Education, Alaska Educational Directory, School Year 1956-1957 (Juneau: Territorial Department of Education, Don. M. Dafee, Commissioner of Education.)

Alaska Educational Directory, or to one who acted in that capacity in the schools surveyed during the 1956-1957 school year.²

Territorial Schools. Those schools outside incorporated districts without local school boards and which are operated directly by the Territorial Department of Education.

Incorporated City Schools. Those schools located in incorporated cities or districts in the Territory of Alaska having local school boards largely responsible for the operation and maintenance of the public schools of the city or district.

Alaska On Base Schools. Those schools located on the military bases in the Territory of Alaska which are operated as an integral but separate part of the Territorial schools by contract with the United States Department of Health, Education and Welfare.

Department of Education. Department of Education refers to the Territorial Department of Education, whose chief executive in 1956-1957 was Don M. Defoe.

²Department of Education, loc. cit.

Administrators' Associations. The term "Administrators' Association" refers to the Alaska School Principals' Association in Anchorage and the Midnight Sun School Administrators' Association in Fairbanks.

Authorities. Authors whose names and writings are well known in the field of educational administration and upon whose writings the investigator has relied heavily for basic information in formulating the questionnaire and in making comparisons and analyzations will be referred to as authorities.

Administrative duties. Administrative duties refers to those duties involving general planning, instructional leadership, finance, public relations, pupil services, school plant management and personnel administration.

Supervisory duties. Supervisory duties refers to those duties relating to inspection, research, training and guidance with emphasis upon personnel development, classroom instruction and curriculum development, and pupil achievement.

III. SUMMARY AND PREVIEW

In recent years the role of the American School

Superintendent has taken on a new importance. A concern for and an awareness of this vastly important position is causing the schools of higher learning, educational officials, school boards and even the general public to recognize the need for more specialized training in this area, and it is the recognition of this need which is heralding the development of more specific programs of preparation, higher standards of academic achievement and a greater emphasis upon pre-training in organization, management and supervision of schools. Education officials in Alaska recognize this development and are raising the standards of personnel selection for administrative positions in Alaska by prescribing higher standards of training and certification. This development has suggested that a study of this kind would present a graphic picture of what the existing status of administrators is relative to their salaries, qualifications and particularly to their duties. How the survey was conducted and the method in which the information was handled has been presented in the following chapters. Conclusions and recommendations resulting from the study are presented in the final chapter.

CHAPTER II

REVIEW OF THE LITERATURE

Much has been written in regard to the role of the educational administrator. A rapidly growing body of literature, much of it based on objective research findings pertaining to the organization, operation, and management of school systems is contributing greatly to the development of school administration as a profession. Only a brief summary of some of the thinking and recommendations utilized in developing the instrument used in conducting the survey will be given here.

I. SUMMARY OF THEORETICAL CONSIDERATIONS

It is clearly recognized that a great variation exists among superintendencies in various types of school districts throughout the United States as well as Alaska. In Alaska there are superintendencies in districts with more than seventy-five teachers, as well as some in districts with only five teachers. These smaller districts place upon the administrators demands which are far removed from those in the larger city districts. City superintendents enjoy the benefits derived from metropolitan living and opportunity. The American Association of School Administrators,

in its Thirtieth Yearbook, lists the following rural types: (a) the county superintendent in the non-unified county with many independent districts, (b) the superintendent of the completely unified districts, (c) the county superintendent of a county unified except for a few districts, (d) the superintendent of an intermediate supervisory district made up of semi-independent small districts, (e) the parish superintendent, (f) the town superintendent (as in New England) and (g) the superintendent of a village or other center of population having a total of less than 2500 inhabitants.¹ It was found that, in a large majority of cases, most Alaskan superintendents would fall within the category of item (g), 2500 or less inhabitants living within the community.

At the outset this raised many questions relative to the area of literature best suited to the development of a descriptive picture of this Alaska superintendent. Such diversified activities as might be carried on would demand a wide diversification of literature. It was therefore decided to review the literature in the areas

¹American Association of School Administrators, The American School Superintendency, Thirtieth Yearbook (Washington, D. C.: National Education Association, 1952), p. 304.

of elementary, secondary, and general school administration in order to better mold a valid characterization.

There appeared to be no order of priority in establishing duties and responsibilities of administrators. The job of the superintendent is a group of related tasks, each of which requires special knowledge, information, concepts, abilities and skills. The New York Cooperative Development group suggests that this numerous and imposing array of tasks might be grouped into four kinds of responsibilities which it would call content: (1) maintaining effective interrelationships with the community, (2) improving educational opportunity, (3) obtaining and developing personnel, and (4) providing and maintaining funds and facilities.² This group considers the superintendent's job as unique in the school system, for his responsibilities apply in all areas of operations. Other professional employees are specialists in these content areas though each specialist may have certain limited obligations for other tasks, too. But the superintendent alone is a generalist. For him no one group of tasks is more important than the other.

²New York State Department of Education, The Developing Concept of The Superintendency of Education (New York:CDPSA) The Cooperative Development of Public School Administration in New York State, Resource Manual #1, Revised Edition, January, 1955).

All tasks must be accomplished so that the whole system functions with balance and precision. The administrator is the key person in any school program since he is responsible for all workings of the school.

The American Association of School Administrators was more specific than the New York group and suggested investigation into the following areas: (1) instructional leadership, (2) general planning, (3) personnel administration, (4) financial administration, (5) public relations, (6) pupil services, (7) school plant management, and (8) teaching.³ These general yet more specific areas provided a broader foundation for seeking additional information relating to actual duties performed by an administrator. The National Education Association Department of Elementary School Principals developed a rather extensive list of mandatory and discretionary duties of elementary school principals as well as a list of discretionary powers.⁴

³American Association of School Administrators, op. cit. p. 315.

⁴National Education Association, Department of Elementary School Principals, The Elementary School Principalship--Today and Tomorrow, Twenty-Seventh Yearbook of The National Elementary Principal (Washington, D. C. : National Education Association, September, 1948), p. 158.

These were used extensively in the questionnaire and served to bring into focus more detailed administrative duties relating to day-to-day activities.

At this point it became apparent that some difficulty would be encountered in dealing with divisions of activities which writers inclined to differentiate between in the use and definition of words only. Barr, Burton and Brueckner bring out this point quite clearly when they inform us that even without the historical background mere inspection of the typical divisions between administration and supervisory duties would indicate that the division can only be an arbitrary one for purposes of discussion. Intimate interrelationships and overlaps are inherent and inevitable.⁵

Moehlman was particularly helpful here when he chose to define some of these interrelationships and overlap. He makes these distinctions:

Administration is the group of activities that
(1) plans a system which carries out the policies of the board of education in providing physical, financial, and educational conditions under which educational agents may work to best advantage; (2) selects, assigns, and

⁵A.A. Barr, W. H. Burton and Leon Brueckner, Supervision (New York: Appleton-Century-Crofts, 1947), p. 29.

co-ordinates agents under this adopted plan; (3) maintains these policies in continuous effective operation; (4) provides channels through which information about conditions may be promptly transmitted from the field to the general office; (5) provides channels through which all agents and agencies of the school system shall work for continuous improvement; and (6) furnishes leadership.

Personnel is the activity which includes practices concerned with (1) the selection of agents; (2) the placement and adjustments of agents; (3) the judgment of merit; (4) the growth of agents in service; (5) the rewards for agents; and (6) the mechanics essential for current records governing these activities.

The School Plant deals with the development of essential housing and with operation, upkeep, and extension of existing plant.

Service of supplies is the activity that is concerned with the purchase, storage, and distribution of books, equipment, and supplies essential to the program under the policies of the board of education.

Finance includes activities that are concerned with accounting: (1) for public income and expenditure; (2) for fiscal aspects of the service of supplies; (3) for non-public income and expenditure; and (4) for the maintenance

of all essential records.

Records include adequate and complete accounts for operation, diagnosis, appraisal, and archival purposes of every happening in the school system.⁶

Jacobson and others make a significant contribution in this area by analyzing the official rules and regulations adopted by boards of education in urban school systems and show that the duties of principals have been subject to regulation by most of the boards. They classify these regulations into five general divisions in order of frequency: administrative, clerical, supervisory, teaching, and miscellaneous. Only a few were common to all schools. Over half the regulations adopted for guidance of principals in 150 cities pertain to administrative duties. Clerical duties, next in order of frequency, are prescribed in about half the number of regulations allocating duties to clerks.⁷

Considerable reliance was placed upon this study in constructing the questionnaire. The lists of duties per-

⁶Moehlman, Arthur B., School Administration, Its Development, Principals, and Future in the United States (Boston: Houghton-Mifflin Company, 1940), pp. 261-262.

⁷Paul Jacobson, William Leavis, James Logsdon, Duties of School Principals (New York: Prentice Hall, Inc., 1941), pp. 432-433.

formed in various phases of school work and the tables they developed are complete and concise. They were additionally helpful because they break down various duties into area groupings such as administrative, supervisory, and clerical; this contributed ultimately to the final compositional form of the survey questionnaire used in this study. This break-down of possible duty areas suggested the necessity of extended interpretations of these various duties and greater consideration of variances in usage. For example, many writers indicate that supervision and administration are one and nearly the same function while at the same time they do not restrict their definitions by limiting their considerations. Melchoir bears this out when he attempts to define supervision in this way:

In general terms "supervision" is used synonymously with "general administration" of schools and implies oversight of the entire educational unit -- state, county, city, or village. In a more restricted sense supervision is concerned with oversight of the instructional program. The term "instructional supervision" is used frequently to differentiate the latter aspect even more specifically; "school administration" is the common term for the former.⁸

It was, however, readily apparent that most literature in the area of supervision dealt primarily with the super-

⁸William T. Melchoir, Instructional Supervision, A Guide to Modern Practice (Boston: D. C. Heath & Co., 1950), p. 3.

vision of particular and specific units within the whole education program. In most administrative units in communities under 2500, as are found in Alaska, there would be no supervisor as such having specific responsibilities within a system. Although this premise was accepted as true, it was still possible to use much of the literature in the field in constructing a questionnaire. The superintendents in these small systems carry out their own supervisory duties in most cases, as will be shown in later chapters.

Ayer's listing of the basic functions of administrative supervision will serve to summarize the literature relating to this area. He lists the following: (1) Inspection. By inspection is meant the survey of classroom teaching as a whole to ascertain how effectively instruction is being given. (2) Research. It is the function of supervision to discover opportunities for improvement and to experiment with new methods and materials of instruction. (3) Training. The training program concerns itself with keeping the personnel informed and practiced in best educational procedures. (4) Guidance. In the performance of this function, the person in charge supplements a teacher's previous training: (1) by providing him with special information relating to his immediate problems; (2) by furnishing

him with suitable materials of instruction; (3) by helping him to measure the achievement of his pupils, to diagnose their difficulties, and to apply suitable remedies; (4) by supplying standards by which he can judge his own efficiency; (5) by diagnosing his failures; (6) by suggesting remedial measures; (7) by appraising his final success or failure. The exercise of the guidance function is necessary if the teacher in the classroom is to obtain and hold the advanced ground for which research and training have paved the way.⁹

Literature relating to status studies of superintendents was limited and little information was available to assist in actually planning the construction of a questionnaire.

The American Association of School Administrators reported the data of their survey in 1952 but did not describe the instrument used in conducting the study.¹⁰

Foerster developed a questionnaire for his status study of high school principals in South Dakota.¹¹

⁹Fred C. Ayer, Fundamentals of Instructional Supervision (New York: Harper & Brothers, 1954), p. 12.

¹⁰American Association of School Administrators, op. cit., pp. 304-305.

¹¹Willard J. Foerster, The Training, Experience, and Activities Carried on By Certified Principals in South Dakota High Schools Having An Enrollment of 25 to 200 (unpublished Master's thesis, Montana State University, 1957), pp. 101-102.

Milne later developed this instrument extensively for his status study of elementary principals in Montana.¹² These instruments and the American Association of School Administrators report served as the basic format for the questionnaire used in this survey. A copy of the form sent to superintendents may be viewed by turning to Appendix B page 87.

The literature reviewed here, as well as other related materials which will be utilized in later chapters, has contributed extensively to the final instrument used in this survey. Every attempt was made to have this questionnaire include as many possible duties and responsibilities as are generally reviewed in the literature. The remaining chapters will be devoted to a discussion of survey methodology, tabulations, and a report of the findings.

¹²Bruce G. Milne, A Survey of the Status of the Elementary School Principal in Montana, 1955-1956 (unpublished Master's thesis, Montana State University, 1957) pp. 101-102.

CHAPTER III

I. SURVEY METHODOLOGY

Planning the survey. After deciding that a study of this kind would be of interest and utility, correspondence was directed to various educational officials and professional acquaintances of the investigator who proposed such a survey and comments were requested as to its conduct and consequence. Replies were favorable and suggestions were made. An attempt was then made to ascertain the extent to which studies of this nature had been carried on in various locations and by various groups, and to further discover whether or not a study of this type had been carried on in Alaska. The project seemed feasible upon discovering that no study of this kind had been carried on in Alaska.

A tentative procedural outline was drawn up to give the project orderliness and direction. The main objective was to discover the multiple facets of administrative function in Alaska which could enable a comparison of these positions as to salaries, duties and qualifications. The Alaska Educational Directory indicated that there were thirty-six superintendents listed as such during the 1956-1957

school year.¹ The investigator decided that the large independent school districts of Ketchikan, Juneau, Anchorage and Fairbanks could not be included in the survey, the main duties of these superintendents being far removed from those in the other areas.

Organizing the questionnaire. The questionnaire planned was divided at the outset into the following subdivisions and was adopted as the final form for the survey:

1. SCHOOL ORGANIZATION
2. PERSONAL STATUS AND QUALIFICATIONS
3. TIME ALLOTMENT
4. SALARIES
5. ADMINISTRATIVE DUTIES
 - a. organizational
 - b. personnel
 - c. clerical
 - d. supplies
 - e. building and grounds
 - f. community relations

¹Department of Education, Alaska Educational Directory, School Year 1956-1957 (Juneau: Territorial Department of Education, Don M. Dafee, Commissioner of Education.)

6. SUPERVISORY DUTIES

- a. personnel
- b. curriculum
- c. discipline
- d. general

7. TEACHING LOAD

8. GENERAL COMMENTS

- a. on your position
- b. Territorial school superintendency

When the instrument was in a workable condition, the investigator discussed its content and form with a number of administrators attending the summer session at Montana State University, as well as with Milne, who was completing a similar survey of Elementary Principals in Montana.² Milne made many valuable suggestions which were incorporated into the instrument, particularly the suggestion that it include an answer area which would indicate whether or not the duties were actually performed by the administrator or delegated to another member of the staff.³ This was done by providing two major columns and four sub-columns. The first and second

²Druce G. Milne, A Survey of the Status of the Elementary School Principal in Montana, 1955-1956 (unpublished Master's thesis, Montana State University, 1957), pp. 101-102.

³Ibid.

were sub-columns Yes or No under number 1, which would indicate that the particular item was or was not a duty. The second and third sub-columns were under column 2, Delegated - Yes or No, which would indicate whether or not the duty was actually performed by the Superintendent. Only one respondent had difficulty handling this method of answering the many items on the questionnaire.

Form letter and follow-up letters. A letter was sent to each superintendent included in the survey which introduced the project and requested his participation. A questionnaire and a self-addressed, stamped return envelope was included. Twenty-nine questionnaires were returned immediately. Several follow-up letters to the remaining three failed to elicit a response.

Instrument return. Prior to the receipt of the first return, a list was drawn up which included the names and locations of superintendents surveyed. As the returns came in the superintendent's name was crossed off the list and, for the purposes of comparison later, the questionnaire was assigned a letter based upon the number of teachers in the system, as indicated on the questionnaire. The breakdown was as follows:

1. (Group A) 5 - 14 teachers
2. (Group B) 15 - 30 teachers
3. (Group C) 31 teachers and over

Tabulations. Three major types of tabulation forms were utilized in handling the information: (1) tabulation sheets which listed each specific item on the questionnaire and the frequency of responses to that item, (2) bilateral tabulations containing related areas and frequency of responses, and (3) comparative tabulations of similar items in various groups according to the number of teachers in the system reported.

Each form was designed to tabulate the source, number, and per cent of returns.

The tabulation sheets used consisted of regular 8" x 12" graph paper having ten lines per inch and one hundred squares to the square inch. All items on the questionnaire were assigned specific spaces on the sheets and the major items in the duties sections were assigned specific blocks of spaces and tabulations were made in exactly the same pattern as the questions were presented on the instrument. Other columns were provided for totals and per cents. Where per cents were calculated the per cent was made only after the division had been carried three places beyond the decimal. All per cents are rounded off to two places.

Relevant data related to the study. Every attempt was made to compile additional data of a comparable nature which could be used in reporting the data received from this study. This material was gained largely from the sources available at the Montana State University Library and from various administrative associations of which the investigator is a member.

Summary of methodology. The method by which this survey was conducted may be briefly summarized as follows: (1) questions as to whether or not a survey of this nature was feasible and practical were answered, (2) the initial planning was carried on in detail and completed, (3) the survey instrument was constructed, (4) form letters and questionnaires were sent, returned and tabulated, (5) a review of additional related literature provided pertinent information for further comparisons and analysis, and (6) the report was written.

CHAPTER IV

I. THE QUESTIONNAIRE RESULTS

The data contained within this chapter were compiled from the returns made on the questionnaire used in the execution of this survey. Bias in reading and interpretation embraces all information presented and value judgments have been completely avoided. The criteria for appraisal and comparison are cited from authoritative information gained through supplemental reading.

II. PERSONAL STATUS AND QUALIFICATION

Vital Statistics. There were twenty-nine questionnaires returned, of which thirteen were immediately separated into group A for having less than fifteen teachers. Of this group, the oldest superintendent was 51 years of age and the youngest 27 years of age. All thirteen were males, eleven were married, two were bachelors and none was divorced. In group B nine superintendents were reported. The oldest administrator was 56 and the youngest 32, for an average age of 46.5. All nine were male, one was single and none was divorced. Group C had seven reporting, with the oldest being 54 and the youngest 41, for an average age in group C of 48.5. One superintendent in group C was female, 5 were married, one was single and one was divorced.

Data in Table I indicate that of the whole group, nearly

one in three (31.03 per cent) reported that he was under 40 years of age; 41.38 per cent were between 40 and 49 years; 27.59 per cent were between 50 and 59 years, and none was reported to be over 60 years. The median age was 46 years. These figures indicate that Alaska superintendents are a younger group overall than was reported by the A.A.S.A. in 1952. The association found that nearly 1 in 5 (17.7 per cent) rural superintendents reported to be under 40 years of age; 45.6 per cent were between 40 and 49 years, 26.0 per cent were between 50 and 59 years; 10.7 per cent, 60 or over. However, the median age was reported as 47, or one year older than the median age of the Alaskan superintendents.¹

TABLE I
AGE OF SUPERINTENDENTS SURVEYED ACCORDING
TO SURVEY CLASSIFICATION

AGE	GROUP A	GROUP B	GROUP C	TOTAL	PER CENT
Under 40	7	2	0	9	31%
40 through 49	3	5	4	12	41%
50 through 59	3	2	3	8	28%
60 and over					
Totals	13	9	7	29	100%

¹American Association of School Administrators, The American School Superintendency, Thirtieth Yearbook (Washington, D. C.: National Education Association, 1952), p. 308.

Training (academic). Table II indicates all superintendents participating in the survey reported having acquired the bachelor's degree. In group A only four held the advanced master's degree. Five were working toward the master of arts degree, two toward the master of science degree and one toward the master of education degree. Of the two in group A who held the master's degree, one was working toward the doctorate degree.

Group B participants report nine bachelor's degrees, eight master's degrees, and the two remaining as working toward the master's degree. Of the eight who held the master's degree, only one was actively working toward the doctorate degree. Group C reported seven bachelor's degrees, only two master's, and five working toward the master's degree. Only one was reported as working toward the doctorate degree. These data are presented in Table II, page 27.

Training (experience). Superintendents in Group A reported their teaching experience as being equally divided between elementary and secondary. Eleven had elementary experience only, and two had no elementary experience. Eleven reported secondary experience only and two reported no secondary experience. The mean number of years experience in both groups was 7.6 years.

Group B administrators reported fewer years of

TABLE II
FREQUENCY OF DEGREES HELD BY SUPERINTENDENTS ACCORDING
TO SUBVY CLASSIFICATION

Degrees Held	Number of Superintendents Reporting	Group A	Group B	Group C	Totals
Bachelor of Arts	17	5	7	5	
Bachelor of Science	8	5	2	1	
Bachelor of Education	3	2	-	1	
Master of Arts	5	1	4	-	
Master of Science	5	2	3	-	
Master of Education	3	1	-	2	
Doctorate	-	-	-	-	
Other	1	1			
Total Degrees	42	17	16	9	

actual teaching experience. Six had taught elementary and secondary, one had elementary experience alone, one had secondary experience alone, and one reported no actual teaching experience. The mean number of years experience in elementary was 3.1 and in secondary 4.9. However, this group reported the highest mean years administrative experience at 13.2. Group C reported an average of 12 years experience in elementary, 5.1 years experience in secondary and 9.6 as the mean years administrative experience.

Prescribed qualifications. For purposes of clarification of the minimum qualifications for administrators as established by the Territorial Board of Education, the following passages which are relevant to the certification of principals and superintendents are quoted.

Sec. 22. Kinds of Certificates

(c) Administrative and Principal's Certificates. Administrative Certificates or Principal's Certificates shall be valid for a period of five (5) years and shall be issued to all superintendents of schools or principals who meet the following requirements:

- (1) An Administrative Certificate valid for five (5) years shall be issued to persons selected as superintendents of schools or school principals within any incorporated school district in the Territory or as superintendent of a school in the Territorial school system with five (5) or more teachers not including the superintendent, and who meet the following requirements: shall have had

at least six (6) years of successful experience as a regularly certified teacher or three (3) years of successful experience as a high school principal or a school superintendent; shall have had at least twenty-eight (28) semester hours of graduate study at an accredited college or university and shall have been granted a master's degree, provided that the requirement for the master's degree shall be effective July 1, 1958, and shall not affect renewal of administrative certificates issued prior to that date; and shall have completed at least thirty (30) semester hours in Education which shall include courses in school administration, supervision of instruction, school finances, curriculum construction, and educational measurements.

- (2) A principal's certificate valid for five (5) years shall be issued to any principal selected to exercise supervisory control over any school unit within any incorporated school district in the Territory or to manage any Territorial School with three (3) or more teachers not including the principal and who meets the following requirements: shall have had at least three (3) years of successful experience as a regularly certified teacher, and shall have completed at least sixteen (16) semester hours of graduate work at an accredited college or university; and shall have completed at least twenty-two (22) semester hours in Education, which shall include courses in school supervision, curriculum construction, and educational measurements.

(d) Professional Certificates. Professional certificates shall be issued to the Commissioner of Education, a Deputy Commissioner of Education, designated Assistants, and Supervisors upon the payment of a fee of five dollars (\$5.00), a medical certificate stating that the applicant is physically fit and free of communicable diseases, and a complete and official transcript of academic work. The certificate shall be valid for five (5) years.

Elegibility for such certificate shall be contingent upon qualifying for a regular Territorial certificate

based on a minimum of a bachelor's degree and recommendation of the Commissioner of Education or the President of the Territorial Board of Education. After July 1, 1957, no person shall be employed as a professional staff member in the Department of Education unless eligible for a Professional Certificate. Renewal of such certificates for a period of five (5) years will be contingent upon such requirements as the Territorial Board of Education may set forth, provided that notification of renewal conditions shall be stipulated at least one full year before expiration of the present certificate, and further provided that the application for renewal must be accompanied by a recommendation from the Commissioner of Education or the President of the Territorial Board of Education.

(e) Life Certificates.

- (3) Administrative or Principal's Certificates may be renewed for Life Certificates when the holder thereof shall have completed five (5) years of successful administrative work in the Territorial schools and have earned a master's degree at an accredited college or university, and shall pay the required fee of \$5.00.

(g) Temporary Certificates.

- (3) Temporary Administrative and Principal's Certificates, valid for a period of two (2) years, may be issued by the Commissioner of Education in cases of emergency to applicants who do not qualify for the regular five-year Administrative Certificate.²

²The Rules and Regulations of the Territorial Board of Education and Teachers' Retirement Board (Juneau: Issued by Territorial Department of Education, July 1, 1957, Don M. Lafoe, Commissioner of Education), pp. 16, 17, 18.

Prior position held. Table III indicates six of the superintendents in Group C held teaching positions prior to their 1956-1957 position and seven reported a previous superintendency prior to their present position. Only two superintendents in group B came directly from a teaching position, one came from an elementary principalship, five were superintendents elsewhere, and one came from a coaching position to assume his first superintendency in 1956. Group A reported two elementary principalships, one teaching position, two superintendencies, one high school principalship and one who came directly from a position with the Veteran's Administration and without prior public educational experience.

It is noted here that the Alaska administrators reported in this survey are about equally divided as to prior teaching experience in the elementary and secondary schools. These data received do not compare with the American Association of School Administrators report which showed that in the "states" three-fourths (76.3 per cent) of the rural superintendents reported prior experience as high school classroom teachers; 61.0 per cent had taught in elementary schools; 54.8 per cent had been high school principals at some time; 40.7 per cent had been principals of combined elementary-high schools; 37.6 per cent had served as elementary school principals; 6.4 per cent had been assistant rural superintendents; and 1.2 per cent had been

TABLE III
MAXIMUM, MINIMUM, AND AVERAGE YEARS
EXPERIENCE OF SUPERINTENDENTS
BY SURVEY CLASSIFICATION, ALASKA, 1956-1957

	Group A	Group B	Group C
Number Superintendents Reporting	13	9	7
Teaching: (Elementary)			
Maximum years	17	5	18
Minimum years	1	2	9
Average years	4	3.1	12
Teaching: (Secondary)			
Maximum years	13	10	13
Minimum years	1	1	1
Average years	7.2	4.9	5.1
Administrative: (Elementary)			
Maximum years	12	2	17
Minimum years	1	1	2
Average years	2	1.5	9
Administrative: (Secondary)			
Maximum years	8	1	1
Minimum years	1	0	1
Average years	4.5	1	1
Administrative: (Elementary and Secondary)			
Maximum years	25	27	19
Minimum years	1	3	5
Average years	7.6	13.2	9.6

assistant city superintendents.³ Many of the Alaska superintendents, however, came from elementary teaching situations which did not have a high school program. The high schools in Alaska are few in number.

III. SCHOOL ORGANIZATION

Classification. The superintendents reported school classifications as follows:

	Group A	Group B	Group C
On Base Schools	4	1	3
Territorial	3	2	2
Incorporated City	6	6	2
Independent District	-	-	2

IV. SALARIES

Territorial and On Base School Superintendents received no salary above the minimum established by the Territorial Legislature. In nearly all cases, superintendents in incorporated city and independent districts received varying sums over and above the schedule. Table IV summarizes these data briefly.

³American Association of School Administrators, op. cit. p. 310.

TABLE IV
HIGH, LOW, AND AVERAGE SALARIES PAID
SUPERINTENDENTS BY SURVEY CLASSIFICATION,
ALASKA, 1956-1957

	GROUP A	GROUP B	GROUP C
High	\$ 7200.00	8590.00	8500.00
Low	5025.00	6300.00	5150.00
Average	6112.00	7445.00	6820.00

It is interesting to note here that the size of the school system has little or no bearing upon the total salary received. The only firm stipulation is apparently the guaranteed minimum required by the Legislature. This schedule as set by the Territorial Legislature in effect in 1956-1957 is as follows:

ADMINISTRATOR'S SALARY RANGE

First Judicial Division	4870.00 to 7890.00
Third Judicial Division	5270.00 to 8290.00
Second and Fourth Division	5570.00 to 8590.00 ⁴

⁴Department of Education, Alaska Educational Directory, School Year 1956-1957 (Juneau: Territorial Department of Education, Ben H. Pafie, Commissioner).

V. TIME ALLOTMENT

An examination of the usual sources finds authorities giving considerable attention to the administrator's distribution of his time among the many facets of his daily administrative and supervisory functions. They will generally agree that a major concern of late is that of achieving the proper balance which should exist between the amount of time spent in activities directly pertaining to the instructional program of the schools and those matters only indirectly dealing with instruction. W. T. Edwards informs us:

Finding the time to do the really important things -- what a challenge to everyone living in the stepped-up tempo of a modern age! Community agencies take much of our time; our work makes a further demand; our personal lives require time for personal matters, for relaxation and for enriching experience. Children, teachers, parents and principals all find themselves in the same dilemma.⁵

Table V shows the time spent per week by superintendents in various phases of school administration. The items listed thereon were used in the survey questionnaire

⁵W. T. Edwards, "Get Off That Treadmill!" National Elementary Principal, 33.3, December, 1953.

TABLE V

TIME SPENT PER WEEK BY SUPERINTENDENTS IN VARIOUS PHASES
OF SCHOOL ADMINISTRATION BY SCHOOL SIZE AND SURVEY CLASSIFICATION

ALASKA, 1956-1957

CATEGORY	Group A			Group B			Group C		
	MIN.	MAX.	AVE.	MIN.	MAX.	AVE.	MIN.	MAX.	AVE.
Administrative Duties	3	20	9.7	15	50	23.6	17	45	28.6
Supervisory Duties	0	15	7.3	5	16	7.2	5	20	11.6
Clerical Duties	0	10	5.3	1.5	12	3.6	2	25	7.3
Teaching Duties	2	30	19.7	5	10	3.6	2	2	2
Community Duties	0	6	3.5	1	8	4.5	1	4	3
Self-Improvement	0	15	4.8	1	5	3.0	1	6	3.8
School System Improvement	0	5	2.1	1	3	2.0	3	5	3.5
Improving the Profession	0	5	1.2	1	2	1.5	5	5	1.8
Professional Meetings	0	3	1.0	1	3	2.5	1	3	1.5
Average - 53.6			Average - 52.5			Average - 60.9			
Hours per week			Hours per week			Hours per week			

and were selected from those categorized in the 1948 study of the Department of Elementary School Principals.⁶

Table V also indicates the effect of teaching duties on the performance of other duties. The 19.7 hours average for Group C represents 36.7 per cent of their total weeks average as compared with 6.9 per cent for Group B and 3.3 per cent for Group A. The size of the school system, based upon the number of teachers, does not increase rapidly but the extent of teaching duties diminishes rapidly which, by current standards, speaks well for Alaskan administrative positions.

VI. TEACHING LOAD OF THE SUPERINTENDENT

No clear distinctions are readily drawn between administrators and teaching administrators. For purposes of this study a supervising principal is defined as one who teaches one-half or less of the total school day. The remainder of the day is devoted to supervision and adminis-

⁶Department of Elementary School Principals, op. cit., p. 90.

trative duties.⁷

E. E. Stephens considers it customary to classify principals as follows:

Supervising, directing, and teaching principals. The supervising principal's time is devoted to the work of the supervision, administration, and conferences with pupils, teachers, patrons, and others concerned with various school interests. The directing principal's time is equally divided between regular class instruction, supervision, and administration. The teaching principal is required to devote the entire time daily to teaching; this person is simply the "head teacher" in the school.⁸

Stephens believed that any school having a minimum of 250 to 275 pupils should have a supervising principal as such a principal would be afforded a greater opportunity for aiding teachers and pupils, as well as parents, and the school for which he was responsible would be much better in every way. Theoretically, then, a teaching superintendent's duties are less than those of a supervising superintendent and generally he is considered to

⁷National Education Association, Salaries and Salary Schedules of Urban School Employees, 1954-55. Research Bulletin, Vol. XXXIII, No. 2. (Washington, D. C.: National Education Association, April, 1955), p. 88.

⁸E. E. Stephens, Services of the Supervising Principal, The National Elementary Principal, June, 1947, p. 40.

be a superintendent in a smaller system. This is true in Alaska as to size of systems but is not true in relation to the daily responsibilities of superintendents. As was also pointed out before, salaries do not give a true indication of responsibilities and duties in Alaska. Table VI only indicates the actual portion of the day devoted to teaching duties by the superintendents reporting. Later tables will provide greater emphasis upon these points.

VII. CLERICAL ASSISTANCE

A distressing phase of school administration in some quarters is the burden of clerical work placed upon school superintendents and principals. An examination of the usual sources indicates that this problem is almost universal. The distressing point of this problem is the fact that the greater the teaching load of the administrator the less clerical assistance he is afforded. This is brought out very clearly by some superintendents reporting in this survey who indicated a desire for additional clerical assistance to permit them to meet more of the challenges of the profession. Table VII presents the actual clerical time reported. Of twenty-nine superintendents reporting, six had less than five hours per week.

TABLE VI
 FREQUENCY OF SUPPLEMENTENTS ACCORDING TO PORTION
 OF DAY DEVOTED TO TEACHING DUTIES BY SURVEY
 CLASSIFICATION, ALASKA, 1956-1957

CLASSIFICATION	ALL	7/8	5/6	3/4	2/3	1/2	1/3	1/4	1/6	1/8	NONE
Group A	2	0	0	0	1	3	2	0	2	1	2
Group B	0	0	0	1	0	0	0	1	0	4	3
Group C	0	0	0	0	0	0	0	0	0	0	7

TABLE VII

FREQUENCY OF SUPERINTENDENTS RECEIVING CLERICAL
HELP BY SURVEY CLASSIFICATION, ALASKA, 1956-1957

HOUSE	Group A	Group B	Group C
None	6	2	0
None through four	2	0	0
Five through nine	0	0	0
Ten through nineteen	4	1	0
Twenty through twenty-nine	1	1	0
Thirty through thirty-nine	0	4	1
Forty and over	0	1	6

Jacobson and Reavis found that in secondary schools it is quite common practice to furnish one clerk for each 500 enrollment, or major fraction of that number, but in no case within this study, except in the very smallest schools, was there less than one. In elementary schools with enrollments under 200 pupils, part-time clerks are provided in 15 percent of the schools and full-time clerks in 18 percent of the schools.⁹ Kyte also points out that a principal who is assisted by a school secretary has four major clerical functions: (1) planning and assigning clerical duties and responsibilities, (2) directing the work of the school secretary, (3) directing the clerical work of others, (4) attending to clerical duties which he must retain for himself.¹⁰ The above considerations were kept in mind when constructing the trial questionnaire in an effort to select adequate and proper survey items.

⁹ Paul Jacobson, William Reavis, and James Logsdon, Duties of School Principals (New York: Prentice-Hall Inc., 1941) pp. 432-433.

¹⁰ George C. Kyte, The Principal at Work (New York: Ginn and Co., 1941).

TABLE VIII

FREQUENCY* OF SUPERINTENDENTS RECEIVING CLERICAL HELP
AS COMPARED TO THEIR TEACHING LOAD, ALASKA, 1956-1957

Teaching day	Amount of clerical assistance received						
	None	0 to 5	5 to 10	10 to 20	20 to 30	30 to 40	40 and over
All	AA						
7/8							
5/6							
3/4							
2/3				AAB			
1/2	AA	AA	A				
1/3							
1/4	A					B	
1/6					A		
1/8	B		B		B	BC	
None	A		A		BBCC		BCCCC

*By letter representing survey group.

VIII. ADMINISTRATIVE DUTIES

While reviewing the literature related to this survey the investigator attempted to establish a frame of reference which would best establish a broad core of duties which might be performed by the typical Alaskan superintendent in a typical Alaskan community and school system. This problem proved perplexing at times due to the widely varied community structures which prevail in Alaska, as well as to the widely assorted duties generally conceded to be those of a typical superintendent or principal in a small community. Moehlman brings this issue into focus when he points out that the outstanding characteristic of small executive organization is generalized personnel while that of the large unit is specialized personnel. He also suggests that as one moves from the simple executive activity of the one-teacher school to the largest single school district, New York City, there are only two significant differences: one, in extent of services and spread of activity, and two, in rapid increase in specialization.¹¹ Theoretically then, all activities present in the simplest structure are repeated in

¹¹ Arthur B. Moehlman, School Administration, Its Developments, Principles, and Future in the United States (Boston: Houghton-Mifflin Co., 1940), pp. 266-269

the most complex organization.

Assuming this generalization to be acceptable for purposes of this survey, the investigator developed several of the most commonly suggested duties into questionnaire items. Table IX presents several of these items pertaining to school organization, and the responses received from the questionnaire. Only seventeen superintendents reported regular attendance at board meetings or as being administrative advisors to the board but this may be quickly clarified by stating that On Base and Territorial superintendents have no boards as such and therefore are not in a position to attend such functions. This also is true in budgetary matters. Only 55.17 percent of the superintendents reporting were directly involved in budgetary matters.

Of the major school programs included here, 100 percent of the Group A superintendents reported that they had responsibility for the schools guidance program. Eighty-eight percent of Group B and eighty-five percent in Group C had this responsibility.

Only twenty-two schools, or 75.86 percent, had an audio-visual aid program and of the twenty-two reporting thirteen reported the duty as delegated to another individual.

As indicated in Table IX, only a small number of superintendents actually participate in the production of

TABLE IX

NUMBER OF SUPERINTENDENTS PERFORMING OF DELEGATING DUTIES
PERTAINING TO ORGANIZATION OF THEIR SYSTEM ACCORDING TO SURVEY
CLASSIFICATION, ALASKA, 1956-1957

Administrative Duty	Survey Classification				Totals
	Group A	Group B	Group C		
Number of Superintendents	13	9	7		29
Regular Board Attendance Delegated	8	5	4	0	17
Administrative Advisor to Board Delegated	8	5	4	0	17
Draw up Budget Delegated	8	4	4	0	16
Allocate Funds Made Available to School Delegated	8	4	5	0	17
Keep Regular Office Hours	10	8	6		24
Make School Announcements Delegated	12	8	6	4	26
		2			8

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TABLE IX (continued)

Arrange Teaching Schedules Delegated	12	2	8	0	6	4	26	6
Schedule Fire Drills Delegated	11	2	8	0	7	6	26	8
Plans Fire Evacuation Delegated	11	2	7	0	6	4	24	6
Schedules Use of Special Equipment Delegated	11	5	8	3	7	7	26	15
Schedule Assembly Programs Delegated	12	3	8	2	6	6	26	11
Schedule Social Events Delegated	11	5	8	4	5	5	25	14
Directs Guidance Program Delegated	13	2	8	5	6	5	27	12
Directs Audio-Visual Aid Program Delegated	10	5	7	4	5	4	22	13
Directs Publication of School Paper Delegated	6	4	7	6	4	4	17	14
Makes Up High School Daily Program Delegated	9	0	9	1	3	1	21	2

school publications.

Table 2 also reveals that very few duties pertaining to personnel were surveyed. The survey revealed that only 55 per cent of the superintendents had any suggestive or recommending capacity relative to the selection of the system's teaching personnel, while at the same time nearly 100 per cent of the superintendents had direct supervisory control over these personnel and were also responsible for evaluating their performance.

Only one superintendent did not report the acquisition of substitute teachers as a responsibility or duty. All except three retained this duty personally. Nineteen out of 29, or 65.52 per cent maintained personnel records.

IX. ADMINISTRATIVE DUTIES PERTAINING TO CLERICAL WORK

A majority of the superintendents in most areas surveyed considered the quantity of their clerical help as being inadequate for normal operations which would permit greater supervisory freedom. The respondents provided more comment and critical response in this area than was given in any other area. Fifty-three per cent of the superintendents in Group A were physically responsible for attendance records, 50 per cent in Group B, and none in Group C. Of all superintendents reporting, only 78.57 per cent of the

TABLE X

NUMBER OF SUPERINTENDENTS PERFORMING DUTIES PERTAINING TO
PERSONNEL IN THEIR SYSTEM ACCORDING TO SURVEY CLASSIFICATION,

ALASKA, 1956-1957

ADMINISTRATIVE DUTY	SURVEY CLASSIFICATION			TOTALS
	GROUP A	GROUP B	GROUP C	
NUMBER OF SUPERINTENDENTS	13	9	7	29
Selection of Teaching Staff Delegated	7	5	4	16
Select Non-teaching Staff Delegated	10	7	5	22
Obtain Substitute Teachers Delegated	13	8	7	28
Consulted on Selection of Staff Delegated	8	6	6	20
Keep Personnel Records Delegated	8	5	6	19
Schedule Ticket Takers Delegated	11	6	2	19
Select Contest Officials Delegated	7	7	2	16
				12

respondents were able to delegate the report-making responsibility to clerical personnel, and 85.72 percent of the Group C superintendents were doing this. Data presented in Table XI will indicate the relative degree of clerical work being carried on by superintendents reported in this survey. These data indicate that the three administrative functions concerning clerical work most frequently performed by the superintendents were: (1) keeping attendance records, (2) making out monthly attendance reports, and (3) keeping permanent records. The two duties retained the least by superintendents were: (1) keeping eligibility lists and (2) dispersing and collecting report cards. In both cases a large majority delegated these responsibilities.

Administrative duties pertaining to supplies, buildings, and grounds. Most authorities in the field of school administration consider this an area where many time-consuming activities are actually performed by administrators who otherwise might be free to carry on functions more important to the school system. That a great deal of time is spent on these activities by Alaskan superintendents is clearly indicated in Table XII. Nearly 100 per cent of the superintendents reporting were responsible for ordering instructional supplies. Five in Group A, two in Group B, and five in Group C delegated the physical inventory to

TABLE XI

NUMBER OF SUPERINTENDENTS PERFORMING DUTIES PERTAINING TO CLERICAL
WORK IN THEIR SYSTEM ACCORDING TO SURVEY CLASSIFICATION,
ALASKA, 1956-1957

ADMINISTRATIVE DUTY	SURVEY CLASSIFICATION				TOTALS
	GROUP A	GROUP B	GROUP C		
NUMBER OF SUPERINTENDENTS	13	9	7		29
Keep Attendance Records Delegated	13	8	7		28
Make Monthly Attendance Reports Delegated	13	8	7	6	28
Keep Financial Records Delegated	11	8	6	5	25
Keep Promotion Records Delegated	13	8	7	6	28
Keep Records of Extra-Curricular Activity Delegated	10	8	5	4	23
Keep Eligibility Lists Delegated	9	8	5	5	22
Disperse and Collect Report Cards Delegated	8	8	6	6	22
					24

TABLE XI (continued)

Keep Cumulative Records Delegated	11	5	8	5	7	6	26	16
Prepare Transcripts Delegated	12	2	8	4	6	5	26	11
Report Pupil-Employee Injury Delegated	12	1	8	1	7	4	27	6

TABLE XII

NUMBER OF SUPERINTENDENTS PERFORMING DUTIES PERTAINING TO SUPPLY
MANAGEMENT IN THEIR SYSTEM ACCORDING TO SURVEY
CLASSIFICATION, ALASKA, 1956-1957

ADMINISTRATIVE DUTY	SURVEY CLASSIFICATION				TOTALS
	GROUP A	GROUP B	GROUP C		
NUMBER OF SUPERINTENDENTS	13	9	7		29
Order Instructional Supplies Delegated	13	0	7	1	27
Inventory Delegated	13	5	8	2	28
Receipt for Delivered Goods Delegated	12	1	8	2	27
Store and Care of Supplies Delegated	13	4	8	3	28
Keep Perpetual Inventory Delegated	7	3	6	2	18
Select Class Textbooks and Supplies Delegated	11	3	7	2	25
Select Library Books Delegated	10	6	7	7	23
Distribute Supplies Delegated	12	2	7	4	26

other individuals. Nineteen superintendents receipted for delivered goods, while eight delegated the authority. Only eighteen administrators reported to be keeping a perpetual inventory and nine of these delegated the actual duty to others. Sixteen left the selection of textbooks and supplies to others, and only five retained the responsibility for the selection of library books.

Data in Table XIII reveal that few superintendents delegate the responsibility of scheduling the use of the school buildings and only five administrators delegated the supervisory duties pertaining to the custodial staff. Nearly all superintendents check and report needed repairs of school buildings and equipment and a majority actually supervise this repair. All superintendents retain the supervisory function over the maintenance department of their schools, if any.

Administrative duties pertaining to community relations. The consideration that good community relations is of vital importance to any school administrator is indicated in Table XIV which presents data relative to the activities undertaken by administrators in maintaining this relationship. Only five of twenty-eight superintendents delegated school publicity to others and only five of twenty-eight relinquished the duty of preparing school

TABLE XIII

NUMBER OF SUPERINTENDENTS PERFORMING DUTIES PERTAINING TO BUILDINGS
AND GROUNDS ACCORDING TO SURVEY CLASSIFICATION,
ALASKA, 1956-1957

ADMINISTRATIVE DUTY	SURVEY CLASSIFICATION				TOTALS
	GROUP A	GROUP B	GROUP C		
NUMBER OF SUPERINTENDENTS	13	9	7		29
Schedule Use of Building Delegated	13	8	1	2	28
Supervise Custodians Delegated	13	8	1	4	27
Report Needed Repairs Delegated	13	8	0	2	28
Supervise Repair of Buildings & Equipment Delegated	10	8	3	2	23
Supervise Snow Removal Delegated	12	8	5	4	25
Supervise Maintenance	9	8	7		24

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TABLE XIV

NUMBER OF SUPERINTENDENTS PERFORMING DUTIES PERTAINING TO COMMUNITY
RELATIONS ACCORDING TO SURVEY CLASSIFICATION,
ALASKA, 1956-1957

ADMINISTRATIVE DUTY	SURVEY CLASSIFICATION				TOTALS		
	GROUP A	GROUP B	GROUP C				
NUMBER OF SUPERINTENDENTS	13	9	7		29		
School Publicity Delegated	13	2	8	1	7	28	5
School Announcements Delegated	13	1	8	1	7	28	5
Welcoming Visitors Delegated	13	2	8	0	7	28	6
P.T.A. Activities Delegated	6	2	4	2	6	16	9
Belong to Fraternal Organizations	10		8		6	24	
Belong to Service Clubs	6		5		6	17	

announcements. A large number delegated the visitor welcome responsibility, but only because of the size of the system and additional buildings involved.

Ten of Group A, eight of Group B, and six superintendents in Group C belonged to fraternal organizations, and seventeen superintendents belonged to service organizations. Better than 80 per cent of the superintendents reporting were active members of fraternal organizations and 58.62 per cent were active in service organizations.

Many items were not included in the survey questionnaire by necessity, but as many as were considered most essential were included where possible. To summarize this section of the survey report, quoted below is a list of powers and duties most commonly ascribed to elementary principals. These are presented in summary because they tend to cover a wide range of activities which are also ascribed to Alaska superintendents.

Mandatory ministerial duties:

- To be present in building during specific hours
- To keep certain records and accounts
- To receipt for delivered goods
- To check school census
- To inventory equipment, books, and supplies
- To check payroll list
- To report injuries to pupils and employees
- To fly the American Flag

Discretionary ministerial duties:

- To conduct fire drills
- To supervise janitors
- To report needed building and equipment repairs
- To supervise buildings at recess and noon hours
- To notify parents of unsatisfactory work of pupils
- To regulate, permit or prohibit advertising or exhibits in building
- To requisition and dispense supplies and equipment

Discretionary ministerial powers:

- To classify pupils
- To keep personnel records of teachers
- To keep personnel records of pupils
- To assign teachers
- To make curriculum schedules
- To conduct teachers' meetings
- To allocate funds made available for building
- To obtain substitutes for teachers who are absent
- To evaluate teachers' efficiency
- To supervise instruction
- To cooperate with juvenile courts and other law enforcement agencies
- To regulate or abolish activities of teachers and pupils in building
- To handle complaints of patrons
- To discipline pupils¹²

Duties classified as mandatory ministerial are those

¹²National Educational Association, Department of Elementary School Principals, The Elementary School Principalship: Today and Tomorrow, National Elementary Principal, Vol. XXVIII, No. 1 (Twenty-Seventh Yearbook) September, 1948. p. 158.

which are required of the principal not only as to performance, but also as to how and where performed. Those duties classified as discretionary ministerial duties are those which are discretionary only as to how the required end is achieved and the discretionary powers are those in which the principal may use his judgment as to how, when, and sometimes whether a certain matter is done. In some systems, administrators have far more discretion in some of these matters than in other systems.

X. SUPERVISORY DUTIES

As was pointed out in Chapter II, the fine lined distinction between administration and supervision proved perplexing and difficult in developing a questionnaire suitable for this survey and it is with equal difficulty that we distinguish between supervision and other related areas. The extent to which these multiple phases of the administrative process enter into the work of administrators is evident when one has considered the areas of planning, organization, staffing, directing, coordinating, reporting and budgeting enterprises in selecting items. Otto draws the conclusion that it is difficult, if not impossible, to draw fine distinctions between administrative,

supervisory, and leadership functions. He suggests that although there are some activities which fall clearly in one or another of these categories, there are endless numbers of activities which overlap two or more of the rubrics.¹³

The remaining pages of this chapter will present the supervisory activities as reported by the Alaskan administrators participating in the survey based upon items which in some cases will clearly overlap other administrative areas. The presentation of data received will not distinguish any items as such.

Supervisory duties pertaining to personnel. Table XV presents data pertaining to superintendents' duties relative to personnel supervision. All superintendents in Group A conducted regular teachers' meetings, and in Group B regular meetings were conducted by seven, while one delegated the duty and another reported no teachers' meetings held. Six of seven Group C superintendents held regular meetings while three of the six generally delegated

¹³Henry J. Otto, Elementary School Organization and Administration (New York: Appleton-Century-Crofts, 1954.) p. 321.

the duty to another person, usually a principal.

Approximately one-half of the administrators reported that they preferred to issue regular bulletins in lieu of meetings and indicated also that they believed most staff members preferred this method. Nearly all of the superintendents reported requiring weekly lesson plans, while at the same time less than one-half of them checked the plans regularly. Twenty-five per cent required weekly lesson plans but never checked them.

Twenty-six of the respondents reported they attempted to promote interest in professional growth among the faculty while at the same time only nineteen reported an interest in promoting faculty social and recreational groups.

In Group C all thirteen superintendents evaluated teacher efficiency. Only seven of nine had this duty in Group B, and all seven superintendents in Group C evaluated teacher-efficiency although three delegated some of this authority to principals.

Supervisory duties pertaining to curriculum. The data presented in Table XVI indicate that all superintendents consider classes and curriculum as an important aspect of their responsibilities. Twenty-five observed classes regularly and of the twenty-five doing so, twenty

TABLE XV

NUMBER OF SUPERINTENDENTS PERFORMING DUTIES PERTAINING TO THE SUPERVISION
OF PERSONNEL IN THEIR SYSTEM ACCORDING TO SURVEY
CLASSIFICATION, ALASKA, 1956-1957

SUPERVISORY DUTY	SURVEY CLASSIFICATION				TOTALS
	GROUP A	GROUP B	GROUP C		
NUMBER OF SUPERINTENDENTS	13	9	7		29
Conduct Regular Teachers' Meetings Delegated	10	7	6	1	23
Issue Regular Administrative Bulletins Delegated	5	4	6	0	15
Require Lesson Plans Delegated	10	7	7	0	24
Regularly Check Lesson Plans Delegated	5	4	6	4	15
Set Arrival & Departure Time for Teachers Delegated	13	8	7	1	28
Promote Interest in Professional Growth Delegated	11	3	7	2	26
Promote Faculty Social & Recreational Groups Delegated	10	6	3	4	19
Evaluate Teacher Efficiency Delegated	13	7	7	0	27

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TABLE XVI

NUMBER OF SUPERINTENDENTS PERFORMING DUTIES PERTAINING TO CLASSES AND CURRICULUM IN THEIR SYSTEMS ACCORDING TO SURVEY CLASSIFICATION, ALASKA, 1956-1957

SUPERVISORY DUTY	SURVEY CLASSIFICATION			TOTALS
	GROUP A	GROUP B	GROUP C	
NUMBER OF SUPERINTENDENTS	13	9	7	29
Observe Classes	10	8	7	25
Hold Teacher Conference After:				
Follow-up Letter	0	0	0	0
Personal Conference	10	7	3	20
Evaluation Sheet	1	0	0	1
Suggest Methods of Improving Study Habits	12	7	7	26
Suggest Ways of Motivating Pupils	12	7	7	26
Give Teaching Demonstrations	5	2	2	9
Suggest New Ways of Giving Assignments	12	6	6	24
Encourage Experimentation with Methods	8	8	6	22

chose the personal conference as the best follow-up conference method. Eighty-eight per cent reported an interest and active part in suggesting methods of instruction, improving study habits, and motivating pupils to greater achievement. Only one-third gave teaching demonstrations but twenty-four suggested new ways of giving assignments and twenty-two encouraged experimentation with methods.

Supervisory duties pertaining to discipline. The data of Table XVII indicate that the superintendent's problems of discipline within the system become less as the system grows larger. This is because the larger systems enjoy more assistants to whom many of these duties can be delegated.

Only twenty of the twenty-nine respondents had charge of all discipline and thirteen of these delegated the responsibility to subordinates. Only fifteen established rules for the whole system. In Group A eleven superintendents made most of the disciplinary decisions as compared to six in Group B and only three in Group C. However, nearly all superintendents adjusted pupil grievances and parental complaints.

Twenty superintendents reported that they permit

TABLE XVII

NUMBER OF SUPERINTENDENTS PERFORMING DUTIES PERTAINING TO DISCIPLINE
IN THEIR SYSTEM ACCORDING TO SURVEY CLASSIFICATION,
ALASKA, 1956-1957

SUPERVISORY DUTY	SURVEY CLASSIFICATION				TOTALS
	GROUP A	GROUP B	GROUP C		
NUMBER OF SUPERINTENDENTS	13	9	7		29
Have Charge of All Discipline Delegated	8	4	6	6	20
Set Rules Used by Whole System Delegated	7	1	4	3	15
Make Most Disciplinary Decisions Delegated	11	2	6	1	20
Adjust Pupil Grievances & Parental Complaints Delegated	12	1	8	1	27
Permit Corporal Punishment	9		7	4	20
Do Not Permit Corporal Punishment	3		1	3	7

corporal punishment and seven did not permit such punishment. Two superintendents did not respond to this item.

Supervisory duties pertaining to general supervision.

A number of items were selected for the instrument which do not fall within any particular area of supervisory duties and were therefore grouped together arbitrarily and the data presented in Table XVIII. Only seven superintendents in Group A reported library facilities and the seven who reported this facility also delegated the supervisory responsibility to another individual. Only one superintendent in Group B retained the responsibility and six delegated the duty to teacher-librarians. Three systems under Group B had no library facility. Group C administrators reported six library facilities but five delegated the supervisory responsibility to other individuals.

Twenty-three respondents reported that they were responsible for notifying parents of a child's unsatisfactory progress, but in some cases the duty was delegated to either teachers or principals. Sixteen delegated this responsibility and four reported that they did not notify parents of their child's unsatisfactory progress.

A majority of the superintendents reported that at one time or another it was their duty to supervise hall-

TABLE XVIII

NUMBER OF SUPERINTENDENTS PERFORMING DUTIES PERTAINING TO GENERAL
SUPERVISORY DUTIES WITHIN THEIR SYSTEM ACCORDING TO SURVEY
CLASSIFICATION, ALASKA, 1956-1957

SUPERVISORY DUTY	SURVEY CLASSIFICATION				TOTALS
	GROUP A	GROUP B	GROUP C		
NUMBER OF SUPERINTENDENTS	13	9	7		29
Supervise Library Program Delegated	7	6	5	6	19
Regulate Noon Duty Schedules Delegated	8	3	1	2	13
Supervise Extra-Curricular Program Delegated	11	7	4	5	23
Notify Parents of Child's Unsatisfactory Progress Delegated	11	5	6	5	25
Supervise Home Rooms Delegated	6	7	4	5	19
Supervise Halls Delegated	9	8	3	7	23
Supervise Lunch Room Delegated	5	7	6	6	18
Supervise Grounds Delegated	8	5	4	7	20

ways, lunch rooms, playgrounds, and home rooms but that they chose to delegate this duty whenever possible. One-third of the respondents had no supervisory responsibilities of this nature.

XI. EXTRA-CURRICULAR DUTIES

Only nine, or 31.03 per cent, of the superintendents reported extra-curricular duties outside of the regular school day, although there were many indications on some of the returned instruments that many had several extra-curricular duties.

Responses covered a wide area of activities and, due to the limited number of actual responses upon the return, we quote all comments as received:

1. Vocational counseling
2. Part-time coaching
3. High School guidance
4. Supervise fully all testing programs
5. Supervise program for visiting consultants and supervisors
6. Coach athletics this year only
7. Commencement program
8. Baccalaureate
9. Accompany traveling student groups

10. Dramatics Club
11. Coach
12. Art instruction
13. Coach intra-mural athletic program
14. All music instruction
15. Students play night supervision
16. Tiny-Tot basketball coach
17. Member Community Youth Council
18. Teen-age affairs

XII. GENERAL COMMENTS

Space was provided on the survey instrument to permit the superintendents an opportunity to comment upon their own position. Space was also provided to permit respondents to comment upon the position of superintendents as it relates to the Alaska school system. Enough responses were elicited to demand a brief summary at this point in the study. The comments can best be treated by quoting all of them completely.

General comments on your position. The following Comments are quoted directly from the survey instrument:

I have a rather heavy teaching load. However, to have a good program in a small school, it is

necessary that the superintendent teach a great deal. I have 230 semester hours of academic training; all that is needed for an A.M. is the completion of the thesis. If anything, a superintendent needs more, not less, training. In the small Alaskan school in particular, the superintendent needs to be well acquainted with all phases of school work, such as testing, guidance, curriculum, and methods of instruction.

Much more assistance is needed for clerical duties.

My full schedule of teaching does not give me sufficient time for the amount of clerical work I have nor the amount of supervision I would like to achieve.

I like it -- I will remain!

A superintendency is never a given number of hours per day. A superior job cannot be done by sticking exactly to a superintendent's 200 days. Delegating authority must never mean relinquishing responsibility.

In this school we need office help -- at present we have none!

I could use more office help of a special nature. Perhaps a person who could screen applicants, evaluate inventories, and work of that nature. Such work is tedious, detailed, and time consuming.

As to time allotment -- I would like to put in less time. At present I work from 7:30 A.M. to 5:00 P.M. with a $\frac{1}{2}$ hour lunch period for five days a week, two or three evenings each week, and several hours on Saturday.

With the number of teachers we have (74) and the number of pupils (1815) I find my time is used mainly for administration and supervision. What time is left is not enough to adequately carry on a good improvement of instruction program. Many days I do not get beyond settling administrative problems.

Doing O.K.!

Too many diverse duties and too little time to do them.

Our lack of a high school limits our opportunity for extra-curricular programs.

We have a considerable number of college graduates in our community, so public relations and a good background in education, plus experience, are most important.

Full teaching load and administrative duties leaves too little time for personal activities.

It is a general fact that most superintendents of small districts carry a heavier load due to lack of staff. This is O.K., but guidance, special education, etc., suffer terribly.

Students are not getting equal education.

General comments on the position of superintendents in the Territory of Alaska. The following quotations are also made directly from the survey questionnaire:

Advancement fairly good in small bankrupt districts, not so good in larger districts.

Salary schedule completely unrealistic considering costs and conditions.

Legislature immature and unwilling to face up to problems.

Administrators in smaller school systems underpaid.

Many people are active in promoting the status of teachers, and administrators, in Alaska and the new H.B. 62 and S.B. 38 now under consideration should greatly aid in improving personnel in quality and morale.

It is my feeling that more differential should be made between the salary for administration and teaching alone. Alaska has difficulty in getting and keeping good administrators because capable people are not willing to take the additional responsibilities for the difference in pay.

Promotion opportunities -- little.

Salary -- low.

Legislature -- going in right direction anyway.

Present conditions excellent if Legislature comes through.

Position is becoming more and more important with decentralization of Education.

Need capable men so much -- provide adequate compensation.

Salary schedules are too low for administrators.

The present salary schedule for superintendents is not adequate and out of proportion to salaries paid teachers and principals. The present schedule compares unfavorably with salaries for superintendents in many states.

Due to the potential growth of the Territory, I believe that opportunities are excellent for the promotion of those who are qualified.

Relative to legislation, I believe that Fiscal Independence for school districts must be granted before schools can do any sound planning for the future.

At the present there is a continual hassle for funds between the city fathers and the school boards, with the city having the privilege of hacking away at the school budget and at the same time having no idea of the needs of the school because of their ignorance of school operation.

My school day begins at 7:30 daily and runs until 9:00 -- on Saturday, 8:00 - 12:00.

Good!

Opportunities for promotion are rare in superintendencies. The salary schedule is a disgrace. But as an opportunity for educational service, there is probably no better field, and it is possible to find a great deal of satisfaction in creative achievement.

In some schools there is a considerable amount of pettiness in the community which obstructs a high level educational program.

I believe the Superintendents' Advisory Commission is better than any organization we could have, and it has a great deal of influence on both local and territorial levels.

CHAPTER V

SUMMARY AND CONCLUSIONS

This survey has been conducted in an effort to ascertain the status of the Alaskan school superintendent as to his duties, salaries and qualifications during the 1956-1957 school year.

All superintendents in Alaska except those from the four larger systems, Juneau, Ketchikan, Anchorage, and Fairbanks, were surveyed. Twenty-nine of the remaining superintendents participated and three did not return the instrument after repeated requests.

The data were reported in chapters in a manner which attempts to give as much information as to the actual response elicited on each questionnaire received. Comparisons were made where possible between the Alaska superintendent and the typical rural superintendent as reported in other references pertinent to this study. The tables presented comparisons by groups depending upon the number of teachers in the system. These groups were arbitrarily divided by the investigator only as a means of making comparisons based upon general size categories of schools in Alaska. The small sampling made comparisons difficult at times.

It has been assumed throughout the course of this

project that the survey would be of interest and utility to various groups in Alaska. Every attempt has been made to make the reading of the manuscript and tables as easy as possible.

Personal data. The survey has revealed that the typical Alaskan superintendent was between the ages of forty and forty-five; he was happily married; he had an average of ten years of teaching experience divided equally between elementary and secondary; he had between eight and ten years experience as a school administrator.

The typical superintendent had just received his master's degree and was earning \$7000.00 to \$7500.00 annually. He taught classes one to two hours per day and the remainder of the teaching responsibilities was carried on by a staff of fifteen to twenty teachers.

A large part of the superintendent's day was occupied by time-consuming duties relating to clerical work. These time-consuming duties included the keeping of attendance records and making out attendance reports, in addition to many pupil accounting activities. The ordering, receiving, distribution, and storing of supplies appeared to be another area of heavy responsibility.

Salary schedule. Very few of the administrators reported satisfaction with the administrative salary schedule in effect in 1956-1957. Nearly all were of

opinion that the differential between straight classroom teaching and administration was entirely inadequate and in need of immediate adjustment. The Legislature raised the Territorial schedule across the board at the 1957 session, but it tended to be more favorable to teachers than to superintendents. However, all educators enjoyed a substantial increase in salaries in 1957.

Staff selection. Administrators in the Alaska On Base schools and in the Territorial schools reported little or no capacity in the area of staff selection, whereas the superintendents in incorporated cities and districts reported a large amount of responsibility in selecting personnel. Most superintendents not having this capacity indicated a desire to be consulted more in these matters. Some felt that their awareness of the local situation and problems would prove valuable in staff selection.

Teaching duties. The teaching load experienced by some superintendents in the smaller systems is in some cases considered detrimental to the educational objectives of the administrators reporting. Those having teaching duties did not indicate a particular desire to be freed from teaching, but would prefer, in most cases, to be provided with adequate clerical assistance to permit greater functional supervision. Recent publications stress the need for freeing administrators from these tasks to permit them

greater scope in essential activities and which would, theoretically, enhance the whole educational structure. This survey indicates that the Alaskan superintendent also needs and desires this greater freedom of activity and reduction in clerical duties.

Administrative duties. There appeared to be considerable differences between the duties of superintendents employed in the Territorial schools, including the On Base schools, and the district and city superintendents. This difference may be attributed to the fact that the Department of Education assumes direct responsibilities in the areas of budgetary planning, supply acquisition and in staff selection; areas which most authorities as well as Alaska superintendents feel are vital factors in successful local school administrative function. Practically all superintendents claimed a guidance program of one type or another and better than 50 percent of the administrators reported a planned audio-visual aid program. Most superintendents reported varying degrees of dissatisfaction with quantity of clerical work permitted them and desired additional help which would permit them greater supervisory freedom over the entire instructional program.

A large number of superintendents were directly responsible for the local management of supplies, buildings and grounds as well as selection of textbooks and supplies.

Most systems kept a perpetual inventory of supplies.

An awareness of the need for good community relations in successful administration is indicated when nearly all of the superintendents retained this function as their own. Another indication of this factor is the high percentage of administrators who belonged to community fraternal or service organizations.

Supervisory activities. Only one superintendent reported that he did not hold teachers meetings. All others considered this a vital area even though a few delegated the direction of these meetings to other individuals, usually principals. Of those administrators who held a limited number of teachers meetings better than 50 percent declared a preference for administrative bulletins, usually weekly, and also declared that it was their opinion that most staff members preferred this method. Nearly all of the respondents required lesson plans on a weekly basis, yet a large number of them failed to check these plans periodically. Close to 100 percent of the superintendents were responsible for the evaluation of the teaching staff.

Personnel relationships. Most of the superintendents reported in this survey were either directly or indirectly involved in the area of classroom supervision of instruction. The majority of the administrators observed classes regularly and followed up the observation with a personal conference

with the teacher. They were also active in suggesting methods of improving instruction, improving study habits, and motivating pupils to greater achievement.

It was apparent that a superintendent's involvement in the system's routine discipline problems became less as the system grew larger and he was able to delegate this responsibility. However, most superintendents continued to adjust pupil grievances and parental complaints which could not be handled by others.

Implications. From the results of this study, there appear to be weaknesses as well as strengths in the status of the Alaskan school superintendents. However, the role of the school administrator in Alaska compares favorably with that of superintendents in the United States and the Alaskan superintendent's position is, generally speaking, one which most superintendents consider satisfying and challenging.

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APPENDIX A
INTRODUCTORY LETTER

PORT GREELY ON BASE SCHOOLS
C.H. Potter, Superintendent
APO 733, Seattle, Washington

Mr. _____
Superintendent _____ Public Schools
_____, Alaska

Dear _____:

As part of my graduate work at Montana State University I am making a survey of the duties, qualifications and salaries of superintendents in the incorporated city, Territorial and Alaska On Base schools.

As a superintendent, I am sure you will be interested in this type of study as no information of this nature is available to us. To secure an answer to this problem it is necessary to contact each superintendent and request that he complete a questionnaire. Enclosed please find a questionnaire which will take only a few minutes to check. Since you will probably be interested in what other superintendents report, a summary of the findings will be sent to you upon request.

It will be most appreciated if you will complete and return this questionnaire at your earliest convenience.

Yours very truly,

Conrad H. Potter

APPENDIX B
SURVEY INSTRUMENT

Name _____

School _____

QUESTIONNAIRE

The following questions have been selected and divided into areas of duties and responsibilities which current writers consider an integral part of the broad field of school administration. It will be most appreciated if you will attempt to complete all items. In compiling and reporting the data received names and locations will be withheld. Thank you for your consideration.

Sincerely,

Conrad H. Potter

I. PERSONAL STATUS AND QUALIFICATIONS

A. Vital Statistics:

Age _____ Sex: male _____ female _____

Marital status _____

B. Training (academic)

1. What degrees do you now hold _____
2. What degree are you working on _____
3. Number of semesters _____ or quarter _____
hours credit toward this degree _____

C. Training (experience)

1. Have you taught elementary? _____
2. Years elementary teaching? _____
3. Secondary teaching _____ Administrative experience? _____
4. Of your total admin. experience, how many years in elementary alone? _____ secondary alone? _____
5. Years experience with both elementary and secondary in same system? _____
6. Position held prior to present position? _____

II. SCHOOL ORGANIZATION

A. School System location _____

B. School Classification (please check)

1. On Base _____
2. Territorial _____
3. Incorporated _____

C. Type of School Organization (check)

1. 6-6 _____ 3. 6-2-4 _____
2. 8-4 _____ 4. 6-3-3 _____

D. Number of teachers in system? _____

E. Number of principals in system? _____

III. SALARIES

A. Total Salary _____

B. Territorial minimum _____

C. Any above minimum? _____ How much? _____

IV. TIME ALLOCATION

In as much as possible indicate the average number of hours per week allotted to the following functions: (use a maximum 60 hour week)

- | | | | | | |
|--------------------------|-------|---------------------|-------|------------------------------|-------|
| 1. Administrative duties | _____ | 4. Teaching duties | _____ | 7. School system improvement | _____ |
| 2. Supervisory duties | _____ | 5. Community duties | _____ | 8. Improving the profession | _____ |
| 3. Clerical duties | _____ | 6. Self-improvement | _____ | 9. Professional meetings | _____ |

V. ADMINISTRATIVE DUTIES

Please indicate Yes if it is your duty and responsibility; No if it is not your duty and responsibility. If you answer Yes in column 1 please indicate in column 2 by checking Yes or No whether you delegate the duty to another staff member.

1. Organizational duties:

To you

- | | 1 | | 2 | |
|---|-------|-------|-------|-------|
| | Yes | No | Yes | No |
| 1. regularly attend board meetings? | _____ | _____ | _____ | _____ |
| 2. act as administrative advisor to the board? | _____ | _____ | _____ | _____ |
| 3. draw up the budget? | _____ | _____ | _____ | _____ |
| 4. allocate funds made available in the budget for your school? | _____ | _____ | _____ | _____ |
| 5. keep regular school office hours? | _____ | _____ | _____ | _____ |
| 6. have charge of school announcements? | _____ | _____ | _____ | _____ |
| 7. select and arrange subject and teaching schedules? | _____ | _____ | _____ | _____ |
| 8. schedule school fire drills? | _____ | _____ | _____ | _____ |
| 9. make fire evacuation plans? | _____ | _____ | _____ | _____ |
| 10. schedule the use of special equipment (visual aids)? | _____ | _____ | _____ | _____ |
| 11. schedule school assembly programs? | _____ | _____ | _____ | _____ |
| 12. schedule and make arrangements for social events? | _____ | _____ | _____ | _____ |
| 13. direct the guidance program? | _____ | _____ | _____ | _____ |
| 14. direct the visual aid program? | _____ | _____ | _____ | _____ |
| 15. direct the publication of your school paper? | _____ | _____ | _____ | _____ |
| 16. direct the publication of your school annual? | _____ | _____ | _____ | _____ |
| 17. make out the high school daily schedule of classes? | _____ | _____ | _____ | _____ |

B. Personnel duties:

- Are you responsible for
1. the selection of the teaching staff?
 2. for the selection of the non-teaching staff?
 3. obtaining substitute teachers?
 4. the re-employment of staff members?
 5. personnel records of teachers?
 6. scheduling ticket takers and sellers for school events?
 7. the selection of officials for athletic events?

	1		2	
	Yes	No	Yes	No
1.	—	—	—	—
2.	—	—	—	—
3.	—	—	—	—
4.	—	—	—	—
5.	—	—	—	—
6.	—	—	—	—
7.	—	—	—	—

C. Clerical duties:

- Are you responsible for
1. keeping attendance records?
 2. making monthly attendance reports?
 3. keeping financial records of extra-curricular activities?
 4. promotion records?
 5. records of students extra-curricular activities?
 6. eligibility lists?
 7. dispersing and collecting report cards?
 8. keeping pupil cumulative records?
 9. preparing transcripts?
 10. reporting pupil-employee injuries?

1.	—	—	—	—
2.	—	—	—	—
3.	—	—	—	—
4.	—	—	—	—
5.	—	—	—	—
6.	—	—	—	—
7.	—	—	—	—
8.	—	—	—	—
9.	—	—	—	—
10.	—	—	—	—

Are you bonded?

Do you have clerical help? _____ Hours per week? _____

D. Supply management duties:

- Are you responsible for
1. ordering instructional supplies?
 2. inventory of supplies and equipment?
 3. receipting for delivered supplies and equipment?
 4. storing and caring for supplies?
 5. keeping a perpetual inventory of supplies on hand?
 6. selecting textbooks and materials?
 7. selecting library books?
 8. distributing supplies?

1.	—	—	—	—
2.	—	—	—	—
3.	—	—	—	—
4.	—	—	—	—
5.	—	—	—	—
6.	—	—	—	—
7.	—	—	—	—
8.	—	—	—	—

E. Buildings and Grounds:

Do You

1. schedule the use of building facilities?
2. supervise school custodians?
3. report needed repairs on buildings and equipment?
4. supervise repairs of buildings and equipment?
5. supervise snow removal, lawn upkeep, athletic field care, etc.?

1		2	
Yes	No	Yes	No
—	—	—	—
—	—	—	—
—	—	—	—
—	—	—	—
—	—	—	—

F. Community relations:

Are you responsible for

1. school publicity?
2. School announcements?
3. welcoming visitors?
4. P.T.A. activities?

1.	—	—	—
2.	—	—	—
3.	—	—	—
4.	—	—	—

Do you belong to

1. fraternal organizations?
2. service clubs?

1.	—	—	—
2.	—	—	—

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VI. SUPERVISORY DUTIES

A. Personnel duties:

Do you

1. conduct regular teachers meetings?
2. issue regular administrative bulletin?
3. how often?
4. require your teachers to prepare lesson plans?
5. regularly check teachers lesson plans?
6. how often?
7. have a set arrival and departure time for your teachers?

1.	—	—	—
2.	—	—	—
4.	—	—	—
5.	—	—	—
7.	—	—	—

A. Personnel duties (continued)

Do you

8. promote interest in professional growth among the faculty?
9. promote faculty social and recreational groups?
10. evaluate teacher efficiency?

	1		2	
	Yes	No	Yes	No
8.	—	—	—	—
9.	—	—	—	—
10.	—	—	—	—

B. Classes and curriculum:

Do you

1. regularly observe classes in your school?
hours per week? —
2. hold conferences with the teacher after observing classes?
What method? Follow-up letter? — personal conference? —
evaluation sheet? —
3. make suggestions on methods of improving study habits?
4. make suggestions on methods of motivating pupils?
5. give teaching demonstrations?
6. make suggestions on methods of ways to improve assignments?
7. encourage teachers to experiment with new teaching methods?

1.	—	—	—	—
2.	—	—	—	—
3.	—	—	—	—
4.	—	—	—	—
5.	—	—	—	—
6.	—	—	—	—
7.	—	—	—	—

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C. Discipline:

Do you

1. have charge of all discipline problems?
2. have a system of set rules used by the whole system?
3. make most of the disciplinary decisions?
4. adjust pupil grievances and parental complaints?
5. permit your teachers to administer corporal punishment?

1.	—	—	—	—
2.	—	—	—	—
3.	—	—	—	—
4.	—	—	—	—
5.	—	—	—	—

D. General supervisory duties:

Do you

1. supervise the library program?
2. take a regular turn at noon duty and hall duty?
3. supervise the extra-curricular program?
4. notify parents of unsatisfactory work of pupils?

1.	—	—	—	—
2.	—	—	—	—
3.	—	—	—	—
4.	—	—	—	—

D. General supervisory duties (continued):

1		2	
Yes	No	Yes	No
5.	—	—	—
6.	—	—	—
7.	—	—	—
8.	—	—	—

Do you

5. supervise home rooms?
6. supervise halls?
7. supervise lunch room?
8. supervise play grounds?

VII. TEACHING LOAD

A. Do you teach elementary? _____ secondary? _____

1. If elementary:

- a. length of school day? _____
- b. that portion of the day do you teach?
all _____ $\frac{5}{6}$ _____ $\frac{2}{3}$ _____ $\frac{1}{3}$ _____ $\frac{1}{6}$ _____
 $\frac{7}{8}$ _____ $\frac{3}{4}$ _____ $\frac{1}{2}$ _____ $\frac{1}{4}$ _____ $\frac{1}{8}$ _____

2. If secondary:

- a. length of school day? _____
- b. length of class period? _____
- c. How many periods of the day do you teach?
1. _____ 3. _____ 5. _____ 7. _____
2. _____ 4. _____ 6. _____ 8. _____

3. List below any additional duties that you may perform not included in the previous sub-divisions. Examples: Dramatic, coaching, music, art.

VIII. GENERAL COMMENTS ON YOUR POSITION

Space is provided below for you to make an evaluation of your position if you feel you would care to make comments. Examples: The time allotment, your training, general comments on training, need for more time for your duties.

IX. GENERAL COMMENTS ON THE POSITION OF SCHOOL SUPERINTENDENTS IN THE TERRITORY OF ALASKA

Space is provided below for you to make an evaluation of the present conditions in the field of school administration in Alaska. Examples: Opportunities for promotion, salary schedules, legislative proposals, etc.

APPENDIX C

FOLLOW-UP LETTER NUMBER ONE

PORT GREELY ON BASE SCHOOLS
C.H. Potter, Superintendent
APO 733, Seattle, Washington

Mr. _____
Superintendent _____ Public Schools
_____, Alaska

Dear _____:

I have not yet received the completed survey questionnaire sent to you in connection with completing my graduate work at the University of Montana.

If you did not receive the questionnaire, I would appreciate your checking the enclosed card so stating and dropping it in the mail.

Thank you kindly.

Yours very truly,

Conrad H. Potter

Encl/ Post card

APPENDIX D

FOLLOW-UP LETTER NUMBER TWO

PORT GREELY ON BASE SCHOOLS
C.H. Potter, Superintendent
APO 733, Seattle, Washington

Mr. _____
Superintendent _____ Public Schools
_____, Alaska

Dear _____:

I am writing to inquire if it will be possible for you to let me know if you received the questionnaire sent to you some time ago, in connection with which I sent a self-addressed post card to be returned to me if you did not receive the questionnaire.

It is quite important to me to ascertain if I might or might not receive the completed questionnaire.

If you received the questionnaire, but do not desire to complete and return it, I would appreciate your so advising me.

Thank you for your cooperation.

Yours very truly,

C. H. Potter

APPENDIX E

FOLLOW-UP LETTER NUMBER THREE

PORT GEORGE ON BASE SCHOOLS
C.H. POTTER, SUPERINTENDENT
APO 733, Seattle, Washington

Mr. _____
Superintendent _____ Public Schools
_____, Alaska

Dear _____:

Quite some time has elapsed since I sent you a questionnaire on the duties, qualifications and salaries of superintendents in the Territory of Alaska, which I desire to use in preparation of part of my graduate work at Montana State University.

I wish to assure you that your cooperation in returning it to me would be very much appreciated, and it is not too late for me to make use of whatever information you care to supply as called for in the questionnaire.

It is my hope that I will hear from you in the near future.

Yours very truly,

C. H. Potter